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ABSTRACT

The unified model for a teacher education program was developed from five preliminary models prepared by a group of teacher educators in West Virginia and reflects current knowledge and research related to the development of undergraduate programs. The program contains four major areas of learning experiences: 1) social foundations of contemporary problems in education, in which the prospective teacher will examine his needs, perceptions, and feelings; determine the degree of congruency between himself and these needs; and understand the psychological concepts underlying the growth and development of children; 2) psychological aspects of learning; 3) analytical study of teaching; and 4) psychological aspects of learning applied to teaching. All prospective teachers will be divided into inquiry groups of approximately 15 members with a staff member as leader, to act as advisor and as individual and group counselor. The program will help the prospective teacher to develop values, feeling, and personal qualities through involvement in open and honest relationships with himself and others. It is intended to provide for necessary change and flexibility as dictated by ongoing evaluation and the individual needs of prospective teachers, and to allow for vertical and horizontal movement of students as they become aware of their strengths or weaknesses. (MBM)

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PROPOSAL TO WEST VIRGINIA INSTITUTIONS OF HIGHER EDUCATION FOR THE REVISIONS OF TEACHER EDUCATION PROGRAMS

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PREFACE

From its inception in 1969 the West Virginia Triple T's central concern has been the fostering of new models for training teachers. It was not until school year 1970-71, however, that a major thrust was organized for this purpose. One year ago all major institutions and organizations impinging on the training of teachers in West Virginia, especially social studies teachers, organized themselves into a working consortium. Representatives were either elected or appointed from institutions of higher education involved in teacher preparation; major professional organizations such as WVEA, West Virginia Classroom Teachers Association, and the West Virginia Association of Supervision and Curriculum Development; the instructional and teacher preparation divisions of the State Department of Education; and social studies teachers' professional organizations such as West Virginia Association of Political Science, West Virginia Association of Professors of Geography, and the West Virginia Council for the Social Studies. Institutional support of the consortium was given by sixteen (of seventeen) teacher education institutions in the state.

Early in the year 1971 a small number of highly interested teacher educators were selected by the consortium and contracted by the West Virginia Triple T Project to prepare teacher education models for subsequent examination and refinement by those most responsible for teacher education. Five such models were presented at the first and highly successful Hawks Nest Teacher Education Model Conference in April 1971. Because of the quality of the presentations and the similarity in content in all five models it was decided

by the conference that an effort be directed by the Triple T staff to organize and direct a subsequent work session where those who prepared the original models could coordinate their designs into one unified, eclectic, suggested teacher education model for the consideration of West Virginia institutions. Accordingly an intensive work session was held at Pipestem State Park in May 1971, and the following unified model was developed.

A special appreciation is expressed to each model builder who, without compensation, joined in the task of unifying this model.

J. Zeb. Wright, Director
West Virginia Triple T Project
June 1971

INTRODUCTION

Teacher educators are still attempting to answer the basic questions, "How do we learn?" and "How do we learn to become effective teachers?" Because of the importance of these questions and because of the incompleteness of our answers, we must continue to examine a variety of models designed to prepare teachers for the schools in West Virginia.

Attached is an eclectic teacher education model, designed by a group of West Virginia educators, that reflects current knowledge and research related to the development of undergraduate programs. It is hoped that institutions will want to utilize the assumptions, concepts, and structures of the model as points of departure for faculty discussions and/or program modification.

The approved program approach to teacher education not only assumes common institutional standards but also assumes significant variations among institutions in model development and program design. The flexibility within the structure of this model allows for diversity in higher education and should prove helpful to all institutions within the State.

Charles W. Southard
Director of Teacher Preparation
June 1971

PROPOSAL TO WEST VIRGINIA INSTITUTIONS OF HIGHER EDUCATION
FOR THE REVISION OF TEACHER EDUCATION PROGRAMS

The recent increase in dissent among students in schools at all levels should provide a stimulus for those charged with program development at teacher training institutions to re-evaluate their efforts. Students in high schools and colleges are claiming that they are bored with school and feel that they are just "putting in time". They claim they are growing tired of "waiting" each day for an exciting class so that they can get through the day. These claims should force those responsible for program development in teacher training institutions to ask some important questions: (1) To what extent are they training teachers to stifle curious, knowledgeable and thoughtful students? (2) To what extent are teachers being trained to turn out mass producers of rote learning, students who are trained only to "get ahead"? (3) To what extent are teachers being trained to develop negative learning behaviors in students (ie. day dreaming, cheating, taking notes, passing exams, receiving high grades.)? These questions should reinforce the need for a reform in the programs of teacher training institutions. There is a clear need to create learning experiences for prospective teachers which will meet our youth's needs for discovering a meaningful life.

Thus, it seems that it is imperative for us in West Virginia to revise teacher training programs in order to make teacher preparation relevant for today's society. Basically, two problems seem to underlie the teacher training program in West Virginia. These problems are related to the irrelevancy and redundancy found in the prospective teachers curriculum. Thus, we are proposing a program which attacks these two problems by bringing together the existing programs into a total teacher education program.

I. Assumptions About Teacher Education

Since the purpose of this paper is to discuss a proposed model for effecting the kinds of program improvement, that current knowledge about teacher education suggests, the following assumptions have been formulated:

1.00 Teacher education should be comprised of a series of learning experience modules, rather than courses, that will permit greater flexibility for program individualization and increased options for the student, more effective utilization of staff competencies and more accurate diagnosis or feedback regarding program effectiveness.

2.00 The human dimension of the school and the humane aspects of teacher development should be granted significant consideration that encompasses the technical and scientific aspects of the teaching-learning process. The training program should be designed to foster the emergence of both personal and professional skills.

3.00 A major component of the teacher education model must be a continuing inquiry group which will foster the growth of self through a synthesis of conceptualizations derived from the learning experience modules.

4.00 The preparation of teachers demands the active participation of all elements of the public school systems, students in colleges and universities, the West Virginia Department of Education, and the staffs of colleges and universities. Teams of personnel working in a variety of staffing patterns should be utilized to facilitate the learning modules. A viable means of activating shared committments is the development of "centers for teacher education".

5.00 The education professions can and must assume a role in initiating and developing change models for teacher education, in participating in teacher education learning modules, and in contributing to certification processes and induction and retention of members into the profession.

6.00 Labels for learning modules are assumed to be representative, descriptive terms and in no way inclusive or exhaustive of experiences that may contribute to the development of personal and professional skills. Rather, professionals who may choose to use elements of this model are urged to incorporate descriptive terms that may be more applicable to local situations. The major purpose of this model is to project a particular philosophy of teacher education that would appear to be viable today.

The paradigm for the proposal is represented by Figure 1. This model indicates that the teacher training program can be identified by four major areas of learning experiences. Each of the four areas of experiences is further identified by learning experience modules. It is proposed that the first major area of experience and its related learning experience modules occur in the sophomore year, the second block in the junior year, and the third block in the senior year. These three major areas of learning experiences are held together by a common module designed to develop and promote personal growth skills. This module is discussed later as the inquiry seminar. The prospective teacher must be helped in developing values, feeling, and personal qualities through involvement in open and honest relationships with himself and significant others.

The paradigm presented in figure 1 lends itself to change and flexibility. At any time a module may be attached to a major area in order to meet the changing needs of our prospective teachers. For example: the area entitled Analytical Study of Teaching may in the near future become more meaningful by the addition of a module which deals with "contract negotiations for teachers." Similarly as a module no longer proves to be relevant to the program, it may be eliminated or changed.

The basic module components of this paradigm can be arranged on a hierarchy of learning experiences as represented in Figure 2. That is, if one experience module is not completely fulfilled this will effect the following experiences and the maximum growth of a prospective teacher will be thwarted. Also, these basic modules or components are inter-related and the figures presented are attempts to indicate this interrelationship. The flexibility built into the structure of this paradigm creates opportunities for prospective teachers to experience individualization of their own programs and to assume

varying degrees of responsibility for their learning. Each learning experience module has built-in performance specifications which upon successful completion allows the prospective teacher to move to another learning experience module. Thus, through this performance program the prospective teacher gains a more complete understanding of independent learning and its ramifications.

All prospective teachers will be divided into Inquiry Groups of approximately fifteen members with a staff member (of the institution or department) as Inquiry Group leader.

It is expected that a flow of experience will occur as the Inquiry Group moves from module to module, with the guidance of a staff member, culminating in an understanding of the teaching-learning act upon completion of the teacher preparation program and seminar. The Inquiry Group serves the purpose of integrating experiences into a whole, as well as permitting members of the Inquiry Group, differentiated as they are with regard to career expectations, e.g., subject areas and grade levels (E.C.Ed., Primary, Elementary, Secondary) to perceive various concerns demonstrated by members of the Inquiry Group. Weekly seminars are scheduled (which may be highly structured at first until it is determined that, with the assumption of more and more responsibility for their own development by members of the Inquiry Group, seminars will become less structured). Upon reaching a certain level of maturity, the Inquiry Group should receive the opportunity to determine the time and length of integrated seminars thereafter. Inquiry Group cohesiveness will be maintained throughout the teacher preparation program.

The staff member working with the Inquiry Group will act as advisor, and as individual and group counselor. Determined by the experience and maturity of the Inquiry Group member, the Counselor will advise regarding

the next tasks in a module activity, or movement to one or another module.

FIRST AREA OF LEARNING EXPERIENCE

The area of learning experience can be divided into three major experience areas. These are: Growth of Self, Social Foundations of Contemporary Problems in Education, and Psychological Aspects of Learning. These major learning experience areas are further subdivided into several modules of learning experiences (see figure 1).

The four broad objectives for this major area of experiences are: (1) The prospective teacher will become aware of his self by examining his needs, perceptions, and feelings. (2) The prospective teacher will determine the degree of congruency between himself and his needs and his perceptions, and feelings about today's youth. (3) The prospective teacher will understand the psychological concepts underlying the growth and development of youngsters. (4) The prospective teacher will understand the social foundations of contemporary problems in education.

Some of the experiences which may be utilized to accomplish the goals of this major block of experience are listed below:

1. Independent study
2. Human Relations
3. Field experience in a community agency
4. Field experience in tutoring individual pupils
5. Integrating seminars concurrent with field experiences
6. Large group discussions
7. Integrated seminars

Implementation

The primary administrative responsibility for this block of learning experience will be assumed by a staff member. All prospective teachers will be divided into Inquiry Groups of approximately fifteen with a college staff member as the leader. Each staff member with group responsibility will hold weekly integrated seminars. Members of each integrated seminar group will be composed of prospective elementary and secondary teachers from different fields of specialization. These seminars will be highly structured at the beginning until it can be determined that the prospective teachers are ready to assume major responsibility for their own learning. This group cohesiveness will be maintained throughout the teacher preparation program. Once a seminar group has reached a certain level of maturity then the group should be given the opportunity to decide the time and length of the integrated seminars thereafter. The scheduling of learning experience modules and field experiences will be accomplished in advance with staff members from both the Curriculum and Instruction and the Educational Psychology departments. In the first semester the prospective teacher will be assigned to some community agency such as settlement houses, welfare agencies, recreational camps, boy or girl scout organizations, etc.

In the second semester the prospective secondary school teachers will tutor one student in some basic skill area and the prospective elementary teachers will tutor an elementary student who has reading difficulty.

SECOND AREA OF LEARNING EXPERIENCE

The second major area of learning experience can be divided into two experience areas which are held together by the Growth of Self learning experience module. The two major learning experience modules in this block are: Analytical Study of Teaching and Context Treatment. The binding learning experience module is referred to as "The Self's Encounter with Accomplishing Group Tasks", which is an extension of the "Self" area. This block of experience must directly precede the professional block of experience. Prospective teachers will progress through the learning experience in this area according to their individual learning rates.

The objectives for the second area of learning experience might include: (1) The prospective teacher will understand the different communication processes used in teaching. (2) The prospective teacher will understand the different roles involved in the group processes. (3) The prospective teacher will evaluate his strong and weak teaching behaviors. (4) The prospective teacher will understand the strategies used in teaching. (5) The prospective teacher will understand different techniques for assessing teaching. (6) The prospective teacher will understand processes involved in classroom management and control. (7) The prospective teacher will understand media and multi media techniques in education. (8) The prospective teacher will understand the dimensions of the classroom group as a social system. (9) The prospective teacher will understand the use of behavioral objectives in designing lesson plans or programmed learning units. (10) The prospective teacher will understand his special teaching fields structures of knowledge and its related processes. (11) The prospective teacher will understand different learning styles of students in the classroom.

(12) The prospective teacher will understand the role of evaluation or feedback in education.

Some of the experiences which will be utilized to accomplish the goals of this major area of experience are listed below:

1. Independent study-reading, linear or branched programmed learning
2. Sensitivity experience
3. Teacher aid experience
4. Micro-teaching-simulations, role playing
5. Self-analysis in the teaching role
6. Large group discussions
7. Integrated seminars

Implementation

A staff member coordinating the Inquiry Group will assume major administrative responsibility for the implementation of this area of learning experiences. This staff member and the group of prospective teachers must be the same for this area of experiences, as the previous areas, in order that the prospective teacher will feel that someone does care about his personal growth as a human being and as a teacher. In addition, this group relationship permits an identity with the instructor and a means of communication with the institution. This type of situation will give the prospective teacher many opportunities to experience an open and honest relationship with others.

THIRD AREA OF LEARNING EXPERIENCE

This area of learning focuses around full time Professional Experience and associated with it are three submodules: The Self's Encounter in the classroom, Associate Teacher's Role and Teacher as a Decision Maker.

The major goal of this block of experiences, as previously used, is to allow the prospective teacher to integrate what he knows, what he is, and what he can do to improve his teaching and himself as a human being.

Some of the experiences which will be utilized to accomplish the goals of this major area of experience are listed below:

1. Independent study reading, linear or branched programmed learning
2. Sensitivity experience
3. Professional teaching experience
4. Micro-teaching
5. Self-analysis
6. Integrated seminars

Implementation

A staff member from the college will be in residence at the cooperating school and will assume major responsibility for organizing learning experiences for the prospective teacher. This area of experience will be scheduled for one complete semester. However, if there are prospective teachers who can satisfy the performance specifications for these experiences in less than one semester then these prospective teachers may select additional field experiences. For example, selection might be from urban setting, rural area and innovative programs such as Vista. Similarly, a prospective teacher may need more than one semester to satisfactorally complete the specifications for this area.

The resident supervisor will coordinate the Associate Teacher Role learning experience module which stresses a new role for the prospective teacher. More specifically, a major objective of this module is to have the prospective teacher become a member of a team of teachers, an associate

with an experienced teacher so to speak, in that he or she has shared responsibility. In this learning experience module, the associate teacher member of the team will have a shared responsibility with the team leader in all phases of planning, teaching, and evaluating classroom learning.

The resident supervisor will also assume major responsibility in organizing experiences for the Teacher as a Decision Maker learning experience module. That is, he will be responsible for holding seminars for prospective teachers and their master teachers. The underlying rationale for these seminars is to discuss problems encountered by the prospective teachers in their teaching and to examine alternatives.

Special methods supervisors and educational psychologists will be present as needed in these seminars so that many of the early modules of learning experience can be made more relevant. Also, this type of seminar provides an opportunity to pull together many concepts from different fields of study.

Final evaluation of the prospective teacher's progress will be made by a cooperative venture on the part of the resident supervisor, special methods supervisor, cooperating teacher, and a committee of students from the prospective teacher's classes. The final evaluation will either be satisfactory or unsatisfactory.

As a result of the experiences in this area, prospective teachers will complete their preparation program prepared to assume the role of decision maker.

IMPLEMENTATION-CHANGE-FLEXIBILITY

The teacher preparation program shall be implemented to provide for necessary change and flexibility as dictated by on-going evaluation and the

individual needs of prospective teachers. Administrative responsibility for learning experiences must be concerned with the resources available to the individual institution responsible for teacher preparation.

It is not feasible, nor desirable, that all institutions adopt a single structure of the model. Learning experiences, staff responsibilities, class size, schedules and evaluation processes should be based on the following contingencies:

1. Number of available staff members and their individual capabilities
2. Periodic termination of staff members
3. Availability of classrooms and equipment
4. Needs and contributions of the local public school agencies
5. Joint assessment of program goals, process and achievements

The model shall be designed to operate with the realization that certain changes are unavoidable. These changes will be in the following areas:

1. Differences in student strengths and weaknesses
2. Fiscal appropriations
3. Availability of supervising teachers and student teaching centers
4. Changing social influences
5. Influences unique to local regions

The model must have the capacity to absorb these types of changes and not diminish its effectiveness.

Flexibility of the model shall allow for vertical and horizontal movement of students as each student becomes aware of his/her strengths or weaknesses and seeks help in becoming a more effective person.

Therefore, the model becomes a service module which serves the needs of the teacher preparation institute, the local school systems and the student preparing for a career in teaching. Furthermore, as the needs of any group or individual change the model can adapt itself to meet those needs.

Figure 1

Proposed West Virginia Teacher

"Emergence of Personal an

Learning area #1
Social Foundations of Contemporary Problems in Education

Learning experience modules:
1. Study of Contemporary Problems in Education
2. Career Orientation
3. Manifest and Latent Functions of Education
4. Building a Theoretical Framework for Educational Decision-making

5. Changing Role of Tea
6. Non-school influence

Learning experience modules:
1. Introspection of Self

GROWTH

2. Encounter with self and the community

OF

3. Encounte and Chil

2. Study of Human Growth Development II
3. Principles of Learnin
4. Motivation
5. Understanding Cultural Differences

Learning area #2
Psychological Aspects of Learning

Learning experience modules:
1- Study of Human Growth and Development I

Learning area #3
Analytical Study of Teaching

Learning experience modules

1. Communication process

Learning area #4
Psychological Aspects of Learning Applied to Teaching

Learning experience modules

Classroom Settings

1. Lecture
2. Reading
3. Viewing
4. Limited Observation

Contrived Settings

1. Training Materials
2. Protocol Materials
3. Observation
4. Limited Participation
5. Role playing
6. Simulation
7. Non-school

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onal and Professional Skills"

Learning area #1
Social Foundations of Contemporary Problems in Education

g Role of Teacher and Reference Groups
ool influences on Public Education

Learning area #2
Psychological Aspects of Learning

Learning area #3
Analytical Study of Teaching

3. Encounter with self and Children

4. Self's encounter with accomplishing group tasks

SELF

5. Self's encounter in the classroom

f Human Growth and
ment II
les of Learning I
ion
anding Cul-
ifferences

2. Media and Materials
3. Teaching Strategies
4. Classroom Management
5. Analysis of Classroom Verbal Interaction
6. Critical Incidents and Discipline Problems

Learning area #4
Psychological Aspects of Learning Applied to Teaching

cation processes

1. Behavioral Objectives
2. Programmed Learning
3. Principles of Learning Part II
4. Methods of Instruction Applied in content areas (special methods)
5. Analysis of Reading Difficulties
6. Measurement of pupil achievement

Materials
3. Observation
4. Limited Participation
5. Role playing
6. Simulation
7. Non-school field experience (poverty agencies, scouts, etc.)

Controlled Settings (Real)

1. Tutoring
2. Micro-teaching
3. Student Aide Work
4. Working with small groups of students: Episode Teaching

Personal and Teacher Growth
Professional Experience
The Self's Encounter in the Classroom
Context Treatment
Analytical Study of Teaching
The Self's Encounter with Accomplishing Group Tasks
Psychological Aspects of Learning
Social Foundations of Contemporary Problem in Education
Introspection of Self

Figure 2